



ASSIGNMENT BOOKLET 5A

Grade One Thematic
Module 5A: Days 1 to 9

Home Instructor's Comments and Questions

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

FOR HOME INSTRUCTOR USE
(if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

Teacher's Comments

Teacher's Signature

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

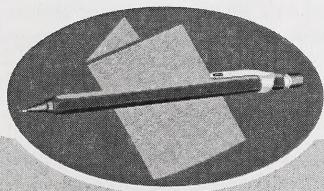
Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

Grade One Thematic

Module 5

Families, Yours and Mine

ASSIGNMENT BOOKLET 5A



**Learning
Technologies
Branch**

Alberta
LEARNING

This product is the result of a joint venture with the following contributors:



Alberta Learning
10155 – 102 Street
Edmonton, Alberta T5J 4L5



Ministry of Education
PO Box 9150, Stn Prov Govt
Victoria, British Columbia V8W 9H1
Internet: <http://www.gov.bc.ca/bced/>



Learning Technologies Branch
Box 4000
Barrhead, Alberta T7N 1P4
Tel: (780) 674-5350, Fax: (780) 674-6561



Open School
Open Learning Agency
1117 Wharf Street, 2nd Floor
Victoria, British Columbia V8W 1T7
Internet: <http://www.openschool.bc.ca/>



Alberta Distance Learning Centre
Box 4000
Barrhead, Alberta, Canada T7N 1P4
Tel: (780) 674-5333, Fax: (780) 674-6977
Internet: <http://www.adlc.ab.ca/home>

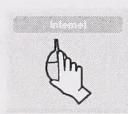


Learning Resources Centre
12360 – 142 Street
Edmonton, Alberta T5L 4X9
Tel: (780) 427-2767, Fax: (780) 422-9750

Grade One Thematic
Module 5A: Families, Yours and Mine
Assignment Booklet 5A
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

You may find the following Internet sites useful:



- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Grade One Thematic Assignment Booklet 5A

Learning Tasks

Nine thematic modules and the accompanying Assignment Booklets have been designed to involve your student in learning tasks that are personally relevant, open-ended, and challenging.

Reporting Student Progress

A range of assessment tools (for example, activity samples, journal entries, audiocassettes, self-evaluation, and learning logs) will help you gather information on your student's ability to understand and apply curriculum skills and concepts. Through written comments and conversations, the teacher will provide an evaluation of your student as a developing learner. In addition, a subject letter grade will relate your student's performance to curriculum standards.

Have the student work carefully. If your student is having difficulty, reread the appropriate teaching information and then have the child review the activity.

Directions for Home Instructor and Student

Directions in this Assignment Booklet are generally written for you to read with the student. For certain assignments, home instructor directions are also required. Text for **you** is in one type style. Text for **you and the student** is in a different type style and is indented. See the example that follows.

Text for you and the student
will appear like this.

Text for you
will appear like this.

Grade One Thematic Assignment Booklet 1A

Day 6: Choice 1 Printing Tt

Trace over the first dotted T or t in each line. Then complete the lines that follow.

Instruct your student to use the arrows and numbers as guidelines for direction and sequence.

The diagram shows two house outlines. The first house has a single-story main floor and a one-story basement. The second house has a two-story main floor and a one-story basement. Each house has an 'upstairs' sign on the roof. Below each house are two rows of lines for tracing. The first row for each house starts with a dotted 'T' or 't'. Arrows and numbers indicate the direction and sequence of strokes: '1' for the vertical stroke of the 'T' or the stem of the 't', and '2' for the diagonal stroke from the top of the stem to the top of the crossbar. The second row for each house starts with a dotted 'T' or 't' without stroke guides.



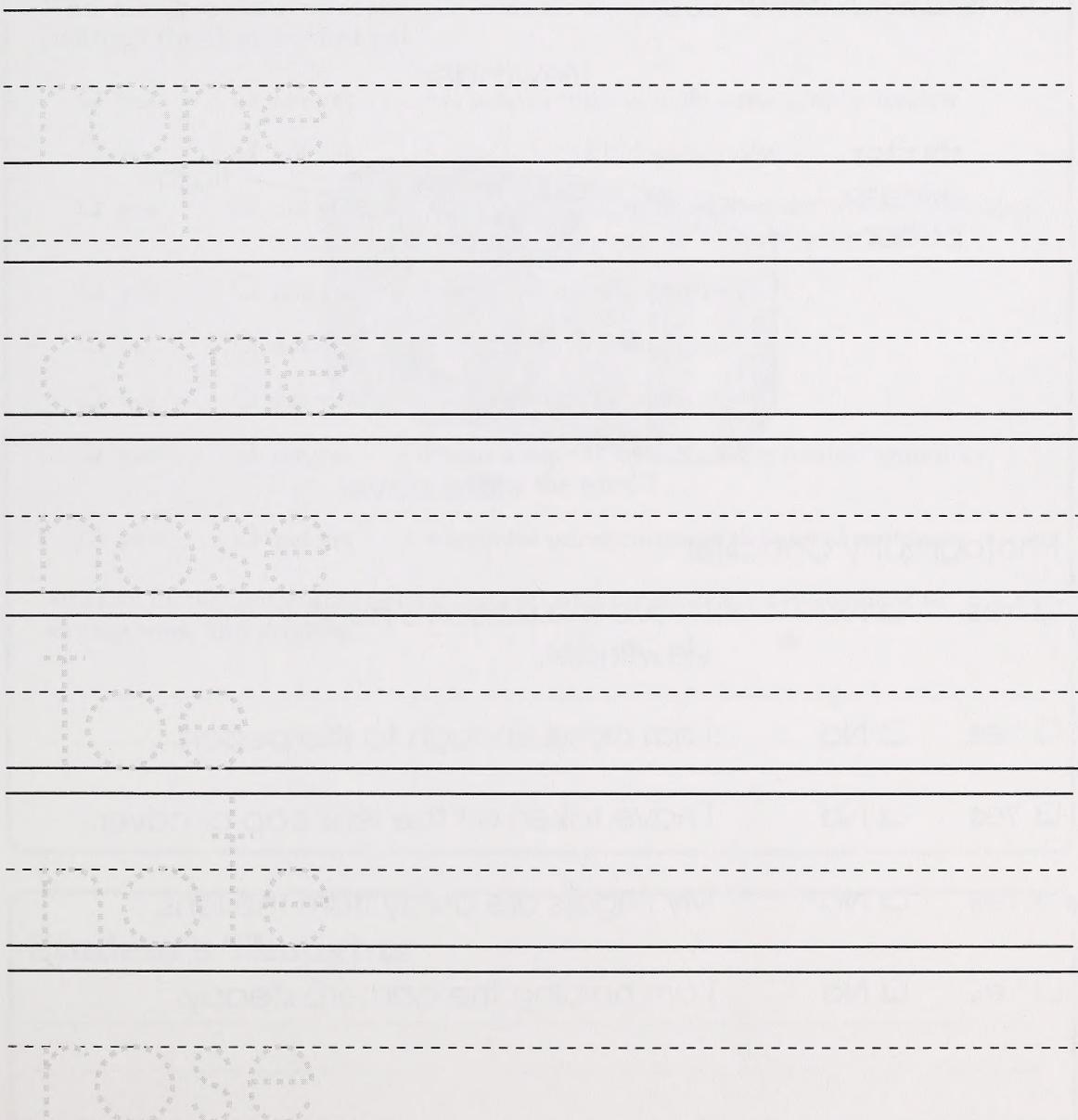
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Day 1

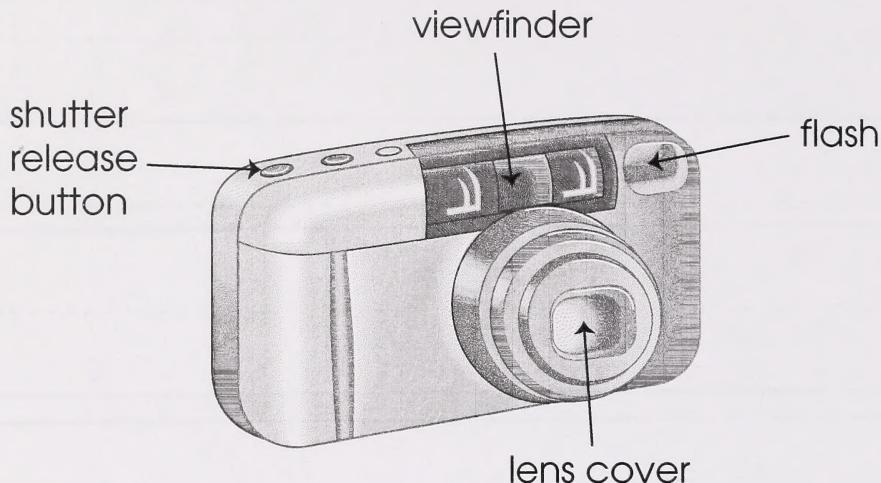
Printing “Long o”

Print each word two times. Make sure the letters are formed and spaced correctly.



Day 1 Time for Photography

Study the diagram of the camera. Compare the drawing to your camera. Can you see any of these parts on your camera? Point them out.



Photography Checklist

<input type="checkbox"/> Yes	<input type="checkbox"/> No	I have the person's head in the viewfinder.
<input type="checkbox"/> Yes	<input type="checkbox"/> No	I am close enough to the person.
<input type="checkbox"/> Yes	<input type="checkbox"/> No	I have taken off the lens cap or cover.
<input type="checkbox"/> Yes	<input type="checkbox"/> No	My fingers are away from the lens.
<input type="checkbox"/> Yes	<input type="checkbox"/> No	I am holding the camera steady.

Day 1

Learning Log

Home Instructor's Comments

What have you observed about your student's development in written work and printing? Check **yes** or **not yet**.

<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• is usually willing to do writing assignments
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• tries to write independently
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• uses charts, word boxes, or the <i>Collections Writing Dictionary</i> to look up words when writing
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• forms most letters correctly
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• prints neatly using the lines
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• leaves space between words
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• uses a capital letter to begin names, sentences, and for the word I
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• includes punctuation at the end of sentences

Add any further comments or questions about your student's development in written work and printing.

Student's Thoughts

Day 2

Family Graphs

My Family

How many boys?

--	--	--	--	--	--	--	--	--

How many girls?

--	--	--	--	--	--	--	--	--

How many adults?

--	--	--	--	--	--	--	--	--

How many people
altogether?

--	--	--	--	--	--	--	--	--

_____ 's Family

How many boys?

--	--	--	--	--	--	--	--	--

How many girls?

--	--	--	--	--	--	--	--	--

How many adults?

--	--	--	--	--	--	--	--	--

How many people
altogether?

--	--	--	--	--	--	--	--	--

Day 2

Learning Log

Home Instructor's Comments

What have you observed about your student's speaking development? Check **yes** or **not yet**.

<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• pronounces most sounds in words correctly
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• enjoys talking on an audiocassette
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• reads with good expression
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• spoken vocabulary is increasing

Use the space below for any additional information regarding your student's speaking skills. If the child has trouble pronouncing any sounds, comment on which sounds are problematic.

Student's Thoughts

Day 3

Spelling Pre-Test

Print one spelling word on each line below.

Day 3

Learning Log

Home Instructor's Comments

What have you observed about your student's developing attitudes and knowledge in social studies? Check **yes** or **not yet**.

<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• recognizes own role in the family
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• recognizes similarities and differences among families
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• can name individual members of families—mother, father, brother, sister, grandparent, uncle
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• recognizes that members of a family have different responsibilities
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• can gather information using a questionnaire
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• listens attentively and with purpose during an interview

Add any other observations, specifically related to your student's understanding of social studies, or comments on other areas of learning.

Student's Thoughts

Day 4

Learning Log

Home Instructor's Comments

What have you observed about your student's development in reading? Check **yes** or **not yet**.

<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• enjoys being read to
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• expects to be able to read with practice
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• is an independent reader
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• enjoys learning new phonics skills
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• uses phonics when figuring out unfamiliar words
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• uses context when figuring out unfamiliar words
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• knows many sight words
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• knows that quotation marks mean someone is speaking
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• is able to read own writing in Journal and Writer's Workshop activities

Use this space for any additional information regarding your student's reading development or comment about the day's work.

Student's Thoughts

Day 5

Learning Log

Home Instructor's Comments

What have you observed about your student's developing listening skills? Check **yes** or **not yet**.

<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• enjoys listening to stories and poems
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• relies on listening to learn new things
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• is beginning to listen carefully for details
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• asks for clarification when listening
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• can follow oral directions
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• looks at the person who is speaking
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• recognizes non-verbal communication (facial expression, body position, body movement)
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• knows that information may be gained by listening

Use this space to add any questions or comments you may have regarding your student's listening skills or any other areas of development.

Student's Thoughts

What story, song, record, tape, CD, or television show do you like to listen to?

Day 6

Printing

Print each word two times. Make sure the letters are formed and spaced correctly.

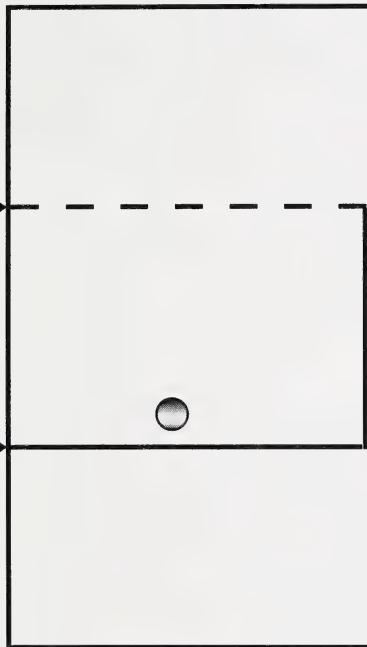
Day 7

My Home

Cut house
outline.

Fold.

Cut door.



by _____

My Home

In the kitchen _____

It's _____
oh so _____
in the kitchen.

Day 7

My Home

In the living room _____

It's _____
oh so _____
in the living room.

In the bedroom _____

It's _____
oh so _____
in the bedroom.

Day 7

Learning Log

Home Instructor's Comments

What have you observed about your student's developing knowledge, skills, and attitudes in social studies? Check **yes** or **not yet**.

<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• can name the rooms of a home and the purpose of each room
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• can name some family rules
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• understands the reasons for having rules
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• can indicate water and land on a map or globe
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• can make a simple map or model of a room
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• can use relative terms for a location: near, far, left, right, back, front
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• can complete a sentence or use a pattern sentence to communicate a social studies concept

Use the space below for any additional comments you have regarding your student's social studies development or make comments about the day's work.

Student's Thoughts

Day 8

Learning Log

Home Instructor's Comments

What have you observed about your student's developing independence? Check **yes** or **not yet**.

<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• completes phonics work independently
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• completes printing independently
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• uses charts, word boxes, or the <i>Collections Writing Dictionary</i> when writing
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• is confident in reading activities
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• is confident in writing activities
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• can make choices when offered at Project Time or Writer's Workshop
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• can solve minor problems independently

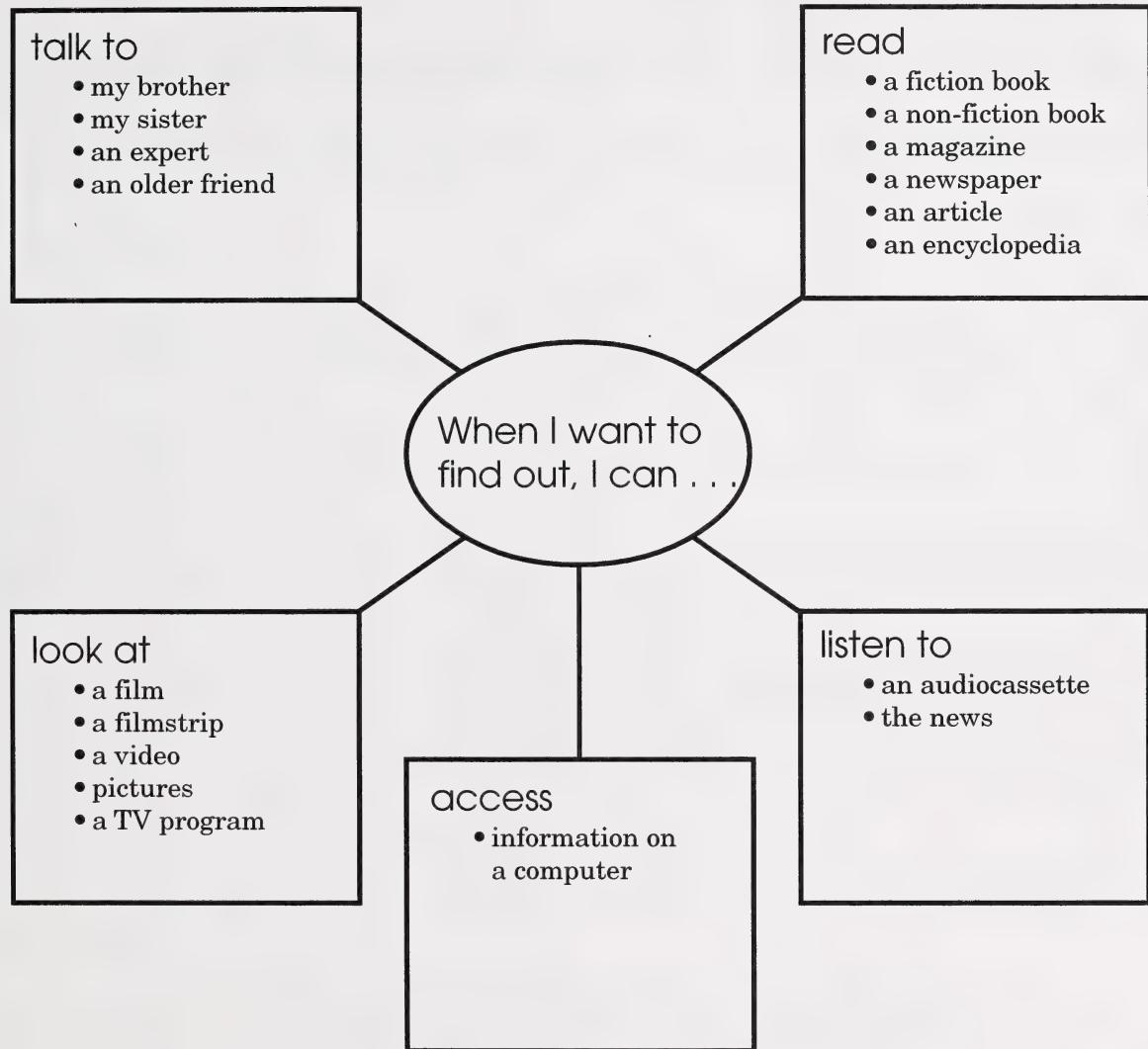
Add anything else you think would be of interest to the teacher about your student's development or comment about the day's work

Student's Thoughts

Why are reading and writing important?

Day 9

Research Chart



Day 9 Writing Self-Evaluation

Choose one or two favourite pieces of writing and review them with your student. Read each question below and write in the student's answers.

Student's Name _____ Date _____

I wrote about _____ because _____

When you read my writing, I hope _____

My favourite piece of writing is _____

because _____

I want to get better at _____

Day 9

Learning Log

Home Instructor's Comments

What do you observe about your student's developing attitude, work habits, and effort in Module 5: Families, Yours and Mine? Check **yes** or **not yet**.

Calendar

<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• knows the days of the week
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• is developing an awareness of before and after
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• is developing an awareness of seasonal and weather changes
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• can print the date
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• can do calendar activities independently

Writing

<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• willingly attempts drawing and writing journal pages
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• tries to use constructed spelling
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• uses charts, word boxes, and the <i>Collections Writing Dictionary</i> to spell words
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• remembers capitals and ending punctuation

Phonics and Printing

<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• prints neatly using lined paper
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• is willing to attempt phonics pages independently

Reading

<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• uses phonics skills to read unfamiliar words
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• is starting to self-correct when reading
<input type="checkbox"/> yes	<input type="checkbox"/> not yet	• has several words in the personal word bank

Comment on any other aspect of your student's learning.

**Grade One Thematic
Assignment Booklet 5A
Module 5A: Families, Yours and Mine
Student Folder Items**

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item along with this checklist to the student's teacher for marking at the time the teacher has requested it.

Days 1–9

- Assignment Booklet 5A (Check that all assignments are complete, including the student activities and Learning Logs.)
- Writer's Workshop activity (My Family booklet)

Day 1

- Level A: Modern Curriculum Press Phonics*, pages 201 and 202

Day 2

- Level A: Modern Curriculum Press Phonics*, pages 203 and 204
- Journal Writing (optional)
- family stick puppets and accompanying audio report

Day 3

- Level A: Modern Curriculum Press Phonics*, pages 205 and 206
- crayon resist or Learning Log comments about clay models
- questions-and-answers page
- family responsibilities chart

Day 4

- Level A: Modern Curriculum Press Phonics*, pages 207 and 208
- Journal Writing (caring)

Day 5

- Level A: Modern Curriculum Press Phonics*, pages 209 and 210
- Writer's Workshop activity (family rules)

Day 6

- Level A: Modern Curriculum Press Phonics*, pages 211 and 212
- Writer's Workshop activity (Family Needs report)
- Project Time art activity (texture rubbing or crayon rubbing)

Day 7

- Level A: Modern Curriculum Press Phonics*, page 213
- Writer's Workshop activity (My Home booklet)
- room map, or sketch or photograph of room model (optional)

Day 8

- Level A: Modern Curriculum Press Phonics*, pages 217 and 218
- Journal Writing (family gathering)

Day 9

- Level A: Modern Curriculum Press Phonics*, pages 219 and 220

